

DISCUSSION ON MANUAL TRAINING.

Educational Work Leading to the
Various Arts and Crafts Hand-
led Intelligently.

MRS. DALINDA COTLEY'S PAPER.

Professor From Agricultural College
Gives Views on What Can be Ac-
complished in This Direction.

The following on "Manual Training in
its Relation to Domestic Science and
Art" read before the arts and crafts
section of the Utah Teachers' associa-
tion by Miss Dalinda Cotley, professor
of domestic science and art, Agricul-
tural college, Logan, will undoubtedly
be read with interest by all who are
concerned in the training of the young.

If manual training is to be discussed
before an assembly of educators it can
not mean merely manual labor as the
term is commonly used, but must refer
to the educational work leading to the
various arts and crafts.

In taking up a discussion of manual
training in any line, the following ques-
tions are naturally asked:

What was its origin?
Why has it introduced into the edu-
cational system of the country?
What benefits are to be derived from it?

The manual training schools of Amer-
ica seem to be a combination of the
old apprenticeship system, the trade schools
of Germany, the sloyd schools of Swe-
den and some technical schools. The
first one to be established in this coun-
try was the one that was opened to the
public in St. Louis in 1880.

The establishment of such schools
seems to have been in accord with the
belief of the public that the youth
should be kept in touch with the prac-
tical industries of everyday life and
that they should receive training of the
hand during their school days as
well as training of the brain.

These schools aim to bring together
in an educational way the shop and
the school in order that each may mu-
tually benefit the other; the shop to
receive more systematic training based
upon scientific principles, and the
school to be given an opportunity to il-
lustrate its theories and practically ap-
ply its principles.

NEED FOR MANUAL TRAINING.

That the need for manual training
schools is greater now than it was in
the earlier development of the country
is apparent when we consider that in
pioneer days all the wants of the daily
life were supplied in the home, and the
young people aided in the raising or
making of all that was required. There
was no need then for special instruction
to keep them in touch with the prac-
tical part of daily living.

With changing social conditions nearly
all of these processes are removed
to the factories and the young people
grow up almost entirely ignorant of
the practical arts. They see all crafts-
manship in the hands of paid laborers,
and as a consequence they lose their
respect for labor and that creative in-
stinct inherent in all young people re-
mains undeveloped.

A distinction should be made between
manual training schools as they are
now established and technical institu-
tions or trade schools. The manual
training school lays the foundation of
scientific principles and theories and
applies them in practical training, keep-
ing in view the educational value and
the development of the pupil. When this
training reaches a point where the hand
work is performed automatically and
no longer requires the best thought of
the pupil it has reached its educational
value in the true meaning of the word
and passes into the province of the
trade schools. In these and the techni-
cal institutes, the mechanical skill de-
veloped is the chief object that is
sought, while in the true manual train-
ing school the development of the in-
dividual is the all-important end.

SOME OF THE GOOD RESULTS.

Some of the good results of manual
training may be enumerated.

It develops habits of accuracy, defi-
niteness, and exactness—the very foun-
dations of truthfulness and reliability.
The necessity of exact measurements
and plans and careful working to the
line is made more apparent by a man-
ual training exercise than by almost
any form of lessons and the constant
effort to secure accuracy and exact-
ness must tend to make them an in-
tegral part of the character.

Manual training develops the observ-
ance of powers and aids in developing the
power of concentrating attention. It
develops judgment of size, form and
of the relationship of parts to the
whole. Will this not aid in judging cor-
rectly of less material things?

Manual training develops self re-
liance and an ability to overcome diffi-
culties; teaches patience and persever-
ance; teaches the necessity of neatness
and of conscientious attention to de-
tails.

Training in the principles of crafts-
manship breaks down class distinctions,
increases respect for honest labor, pre-
serves that desire to be useful that is
inherent in humanity, and helps
young people to place a correct esti-
mate upon their own abilities.

That manual training has utilitarian
value cannot be questioned. It in-
creases the productive power of the
individual and adds to the material
wealth of the world.

All of the thoughts so far presented
are applicable to all forms of manual
training and not alone to work in wood
and iron, as is commonly understood
when that kind of training is men-
tioned.

FOR BOYS AND GIRLS.

Such training schools when first es-

tablished were for boys only, but the

injustice of this was soon felt. The

statute laws had not said that boys

only were to receive the benefits of

manual training, and if it was educa-

tional and if its practical value lessened

the hardships of life and made the

struggle for existence easier, why ex-

clude the girls from its benefits? The

work in textiles was pushed as being

best suited to the needs of the girl, and

carefully graded courses in domestic

arts were arranged. While skill in the

use of the needle is being acquired,

the fabric itself is studied, what it is

made from, what is the process by

which it is made, how colored, to what

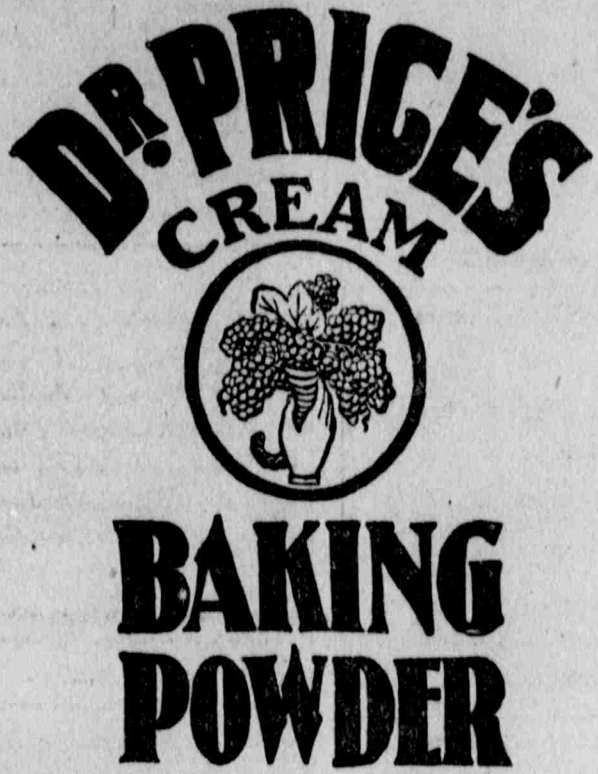
uses it is best adapted and what is its

economic value.

That this training now becomes a

necessary part of school education is

Fifty Years the Standard



Improves the flavor and adds to
the healthfulness of the food.

PRICE BAKING POWDER CO., CHICAGO.

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That this training now becomes a

necessary part of school education is

evident from the fact that it can not

be earned in the home as formerly, and

surely the individual who purchases the

fabrics for the use of the family and in

the home should have the judgment of

their economic value aided in every

way. There was no need to teach the

girl about the wearing qualities of a

fabric or whether the color was durable

when she had carded the wool, dyed it,

spun the threads and watched the

web grow under her own hands.

Following the needle work came regu-

lar courses in garment making, in dress

making, in art needlework and in mil-

inery. That manual training in domes-

tic art meets a need felt by the people

is evidenced by the demand for such

courses wherever they are offered. The

crowded condition of sewing rooms in

schools where such work is given, test-
ify to the belief of the public in its uti-

lity value at least. But if this is its
only value and it is not educational, it

has no place in the true manual train-

ing school and must be relegated to the

trades schools. Is it educational?

Does it train the brain through the

hand? Does it develop traits of char-

acter that will make the girl a better

woman and thereby a more useful citi-

zen? We believe that it does and that

the advantages already enumerated as

resulting from manual training are fully

applicable to the work in domestic

art. Work in textiles teaches accuracy

and exactness, and the careless meas-

ures show quickly when the parts of the

garment are put together. When a

portion of the material is wasted, the

lesson is well taught to heart. Does

not training in needlework develop hab-

its of neatness and of conscientious at-

tention to detail? How readily the

make-shift to save time shows in the

finished piece. Does not this training

develop self reliance, perseverance and

that all important characteristic of

woman-patience?

DEVELOPS JUDGMENT.

Training in the art of dressmaking

develops judgment of size, of form and

of proportion. The hygiene of dress is

also taught, and may we not hope that

the result that the coming woman will

be less a slave to fashion and will

choose her costumes in harmony with the

laws of health as well as the laws of

beauty instead of choosing a costume

in accord with the latest dictates of

fashion?

Instruction in millinery trains the

artistic sense, teaches a fine delicate

touch, and perhaps the most important of

all teaches decision of character. The

successful milliner must have the fin-

ished product clearly in her mind be-

fore commencing, and the work

straight toward that ideal, as her deli-

cate materials will not bear rearrang-

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